

TEACHER'S PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH AT EXCELLENT CLASS VIII IN JUNIOR HIGH SCHOOL

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ABSTRACT

In education, the role of the teacher determines the quality of learning, especially for teachers who teach English as a Foreign Language (EFL). This study aims to know the pedagogical competence of English teacher in manage the English classroom, and how the teacher evaluates the learning process in class at junior high school class VIII in Jombang, East Java. This study used a qualitative case study. The subject of this research is one English teacher of excellent class VIII in Junior High School. There were two kinds of instruments in this research: interview and class observation. This study concluded that English teachers demonstrate good pedagogical competence in classroom learning. Based on the result of the observation, the teacher showed the application of pedagogical competence during the teaching process. In managing the English classroom, the teacher can effectively manage the classroom by creating structured lesson plans and following them throughout the class. In evaluating the learning process shows that the teacher uses various methods and techniques to evaluate the learning process comprehensively and variously in evaluating the learning process.

Keywords: *Pedagogical, English teachers, Teaching English*

INTRODUCTION

In the world of education, teachers are a determining factor in the quality of education because they directly interact with students in the classroom learning process. Teachers who teach English are known as EFL teachers, that is the someone who has obtained a qualification to teach English at a teacher education institution, and whose training has been recognized by the granting of an appropriate teaching certificate, and by decree he or she is officially appointed to teach English as a foreign language in accordance with his or her teaching certificate.

English teachers must of course, have good criteria which require educators to carry out their duties competently and professionally. As previously explained in the context of the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, there are several requirements and qualifications that a teacher must meet to carry out their duties professionally. These include having a minimum academic qualification of a bachelor's degree (S1) or diploma (D4) relevant to their field of duty, possessing pedagogical competence, personal competence, professional competence, and social competence. These four competencies must be well mastered by teachers, because in carrying out their duties teachers are not dealing with inanimate objects, but facing individuals who are growing and developing, individuals who have diverse abilities, attitudes, and characters that require different treatment.

One of the essential competencies that distinguishes teachers from other professions is pedagogic competence. As Rusnawati (2015) explains Pedagogical Competence is the teacher's ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. It can be concluded that it is essential for a teacher to possess pedagogical competence. As Bukit & Tarigan (2022) explain, "The pedagogical competence within a teacher is the key to successful learning for students."

Fajarina & Hanum (2023) said that the actually English is usually taught in Indonesian high schools, including junior high school and senior high school, as an additional subject. As a compulsory subject to be studied in schools, especially in junior high school, English learning is greatly influenced by the teachers' competence in teaching in the class, especially teachers in junior high schools, such as junior high school where in Jombang, East Java. Junior high school in Jombang, is considered the best school according to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). So, from the problems and reasons regarding pedagogical above, the researcher is interested in research to analyze teacher's pedagogical competence.

This study explores key aspects of English language teaching in Class VIII junior secondary schools in Jombang, East Java, focusing on two main research questions. Firstly, the study seeks to understand how English teachers effectively manage the English classroom to create an interesting and productive learning environment. Secondly, this study examines does the teacher evaluate the learning process in class. By answering these questions, this study aims to give valuable knowledge about effective teaching practices in the context of English as a Foreign Language (EFL) education.

LITERATURE REVIEW

Pedagogical Competence

The term "*pedagogy*" is derived from the Greek, words *paedos* (meaning child) and *agogos* (meaning to lead or guide), which collectively signify the act of guiding children. This guiding role is primarily associated with educators, including teachers and parents. As noted by Nabila (2016) Pedagogical efforts encompass all actions educators take to assist children in their development into adulthood.

Competence, as defined by Spencer & Spencer (1983) and cited in Chouhan & Srivastava (2015) Refers to the characteristics inherent in a person that are directly related to effective performance in various roles or situations. These underlying characteristics are deeply implied in a person's personality and can predict behaviour across a range of contexts. The term 'causally related' indicates that competencies can influence or predict behaviour and performance, while 'criterion-referenced' signifies that competencies can determine who performs well or poorly based on certain standards. Musfah (2015) further explains that competencies are developed through education, training and self-learning by utilising available resources.

According to Government Regulation Number 19 of 2005 on National Education Standards, Article 28 Paragraph (3), as cited by Rusnawati (2015), pedagogical competence is defined as the ability to effectively manage student learning. This includes understanding students, designing and implementing

educational experiences, evaluating learning outcomes, and fostering the development of students' diverse potential. Key components of pedagogical competence involve mastering student characteristics, understanding learning theories, developing curriculum, facilitating educational activities, enhancing students' potential, effective communication, and assessing learning outcomes.

Competence reflects a teacher's ability to fulfill their responsibilities effectively. Teachers are accountable for their knowledge, teaching skills, and educational expertise. Tanjung (2020) emphasizes that pedagogical competencies encompass the performance, knowledge, and skills of both teachers and students throughout the educational process. Furthermore, the concept of pedagogical competence is often associated with the minimum professional standards mandated by law, which outline the essential qualifications required for educators. Gliga et al. (2002) argue that understanding pedagogical competence necessitates a focus on integrated features that enable educators to address typical pedagogical challenges by creatively applying their knowledge, professional experiences, values, and talents to achieve effective outcomes.

According to the Law of the Republic of Indonesia Number 14 of 2005, as referenced by Jabri et al. (2023), teachers are expected to master several key competencies, including pedagogical, personality, social, and professional competencies, all of which are acquired through professional education.

English Teacher

An English teacher serves as an educator dedicated to helping students comprehend a variety of English texts, encompassing everything from grammar and vocabulary to more complex elements. (Basalama, 2015) emphasizes that the identity of the English teacher plays a vital role in determining the success or failure of English language acquisition. English teachers are responsible for enhancing and executing the teaching and learning process in English, as they possess a clear understanding of their responsibilities (Elthia, 2021).

Teachers wield considerable influence in the educational landscape. They are responsible for executing educational administration, ensuring that the learning

process is effective. Consequently, teachers must possess strong teaching competencies. Among these, pedagogical competence is essential for educators at all levels, alongside personality, social, and professional competencies.

Juliani & Dafit (2024) assert that teachers, as educators, are tasked not only with delivering curriculum content but also with fostering a love for learning and intellectual curiosity in their students. In their role as guides, teachers assist students in navigating the complexities of the material, offering direction and support as they explore new ideas. Daristin (2022) also added that teachers are also crucial in giving students numerous chances to use these tools in ways that support the development of the skills necessary for their successful engagement.

RESEARCH METHOD

This study uses a qualitative case study design, as described by Creswell & Creswell (2023) to conduct an in-depth analysis of a specific case, bounded by time and place, using diverse data collection methods. The research focuses on investigating the EFL teacher's pedagogical competence at a Junior high school in Jombang, East Java, exploring classroom management, and evaluate the learning process.

The research was conducted at a Junior high school in Jombang, East Java. It was carried out in February 2025. In the research procedure, the researcher used an interview that is the researcher set up an instrument in the form of a question the answer to written questions at the ready alternative to making it easier for the researcher to do the recording. Then, the researcher also chooses observation in the research procedure. Researchers conducted observations and interviews to take the results of a teacher's pedagogical competence in eighth grade in junior high school in Jombang.

The researcher has taken several steps to collect qualitative data on the pedagogical competence of English teachers in excellent class VIII at junior high school where in Jombang. The process began with a preliminary study involving observation, followed by identifying key issues related to classroom management

followed by relevant theories being reviewed, then research instruments (interview, observation, and documentation). Data were then collected, analyzed, and reported.

Data collection for described teachers' pedagogical competence at a junior high school in Jombang utilized three main methods: interviews, observation, and documentation. After data collection, the researcher conducts a descriptive analysis to describe and interpret the findings. The first step was to reduce data from interviews, observations, and documentation on the pedagogical competence of class VIII an English teacher, then presented it in narrative form to illustrate pedagogical competence of teacher. Finally, the presented data was interpreted and analyzed to conclude.

FINDINGS AND DISCUSSION

Findings

After the data is collected using direct observation, direct communication, and documentation techniques, the data will then be analysed descriptively. The researcher will present the data by describing, explaining, describing the data that has been collected to obtain a general and comprehensive picture of the facts. in general, based on the results of interviews and direct observations of researchers with research subjects, namely an English teacher in the excellent class VIII, the researchers obtained data on the teacher's efforts in managing English classes and how the teacher evaluate the learning process in English class.

In the classroom observation, the teacher started the activity by giving greetings when entering the classroom, then asking one of the students to lead the prayer. After praying, the teacher asked how the students were doing and checked their attendance, which showed that the teacher made sure the students were present and ready to take part in the lesson.

To build students' spirit, the teacher applied ice breaking to the students, and then the teacher opened the lesson by relating the learning theory from their experience when going on a study tour. Then the teacher introduces the recount text material and vocabulary to increase students' memorisation. The teacher also tests students' understanding of the material and appreciates learning by providing an

interesting learning model called Quizziz, which games can increase students' interest in learning.

At the end of the activity, the teacher reviews the material that has been learned in order to improve students' memory of the material they have learned. the teacher also ends the learning activity with a prayer and leaves the class with greetings.

In addition, the researcher also conducted interviews with the teacher, so the following conclusions from the results of the interviews that have been conducted: The teacher begins classroom activities by greeting students, checking their attendance, and providing brief motivation. She then poses triggering questions or shows short video clips related to the topic before explaining the learning outcomes in simple terms to ensure students understand what they will learn.

The teacher frequently employs communicative teaching methods along with Problem-Based Learning (PBL) and Project-Based Learning (PjBL) models in her instruction. She utilizes PBL and PjBL because these models effectively enhance students' critical thinking, collaboration, and creativity skills.

In teaching English, the teacher incorporates digital media, including educational videos, animations, and applications like Quizizz, Kahoot, and Canva. This approach aims to make learning materials more visual and engaging for students.

To ensure active student engagement, the teacher employs a variety of learning media. She presents infographics on concepts such as recount text and simple past through Canva, shows short videos related to past events, and concludes the session with game applications like Quizizz or Kahoot to assess students' understanding.

The teacher consistently provides opportunities for students to participate actively in the learning process through group discussions, role-playing, and assessments using interactive games like Quizizz or Kahoot.

She manages time in her lessons by structuring activities according to the stages outlined in the lesson plan. While remaining flexible to adjust time as needed, she ensures that all learning outcomes are achieved in each session.

The teacher evaluates learning outcomes in several ways, including:

- **Formative Evaluation:** Conducting evaluations during the learning process through oral questions, worksheets, or group discussions to gauge students' understanding.
- **Summative Evaluation:** Conducted at the end of the material and at the end of the semester.
- **Observation and Attitude Assessment:** Monitoring student engagement during the learning process, including participation in discussions, teamwork, and attitudes towards teachers and peers.
- **Assignments and Projects:** Providing relevant tasks or projects that require specific skills and assessing students' work based on predetermined criteria.
- **Reflection and Feedback:** Allowing time for students to reflect and providing feedback, either verbally or in writing, to help them understand their strengths and weaknesses.

The teacher employs various assessment techniques, including: Written tests, Oral assessments, Performance assessments, Portfolio assessment, and Observation

The teacher faces several challenges in the classroom, including differences in students' abilities, disruptions in concentration (such as sleeping or talking to themselves), and limited time management.

When encountering students who struggle to understand the material, the teacher first identifies the cause of the difficulty, whether it is due to a lack of understanding of basic concepts or other factors. She explains the material in simpler terms, provides concrete examples, and uses engaging learning media. If necessary, she also offers individual guidance or encourages peer support through group study.

Discussion

This study concluded that English teachers demonstrate good pedagogical competence in classroom learning. Based on the researcher's observation, the teachers showed the application of pedagogical competence during the teaching process, with the following explanation:

- 1) Manage English classroom

Teachers can effectively manage the classroom by creating structured lesson plans and following them throughout the class. This is evident from classroom observations, where the teacher greets students with “*Assalamu'alaikum warrahmatullahi wabarakatuh*” and asks how they are doing. The teacher also uses ice-breaking activities to motivate and engage students, demonstrating good communication skills. Experts suggest that collaboration between teachers and students is essential, allowing students to express their creativity during the learning process, as communication helps students develop rather than just being passive learners (Diloyan, 2017).

In English classes, the teacher employs relevant strategies like Problem-Based Learning (PBL) and Project-Based Learning (PjBL) to enhance students' critical thinking, collaboration, and creativity. As mentioned in an interview, the teacher frequently uses communicative methods and these learning models. According to Undari et al. (2023), PjBL model fosters creativity by encouraging students to generate new ideas and solve problems through critical thinking, promoting effective cooperation and communication. Teachers need to enhance students' critical thinking skills, as noted by Daristin & Novitaningrum (2025). Without robust critical thinking abilities, students may find it difficult to formulate convincing arguments and may depend on shallow reasoning instead of engaging in thorough analysis.

To enhance learning, teachers utilize modern technology, incorporating various media such as videos, infographics, and interactive whiteboards. Observations revealed that the teacher used an interactive online platform, which is common in today's digital age. Khulud (2023) has found that Quizizz is an effective tool for assessing student performance, saving teachers time and effort while providing an engaging assessment experience with its fun features. Zuhriyah & Komalasari (2021) also argued Quizizz is the best alternative option that can be used as a learning tool available in mobile applications such as Android, App Store, and can be used as a website through a browser on a laptop or computer. This shows that teachers can leverage technology to create interactive learning environments, which increases student engagement. The teacher also uses various technologies to help

students focus, as mobile devices like laptops, smartphones, and tablets become more prevalent in education (Lubis et al., 2023)

The observation checklist indicated that the teacher managed class time effectively, adhering to the planned schedule. The teacher explained, “*Saya mengelola waktu dalam pembelajaran dengan cara membagi kegiatan secara terstruktur sesuai tahapan di RPP. Saya selalu fleksibel dalam menyesuaikan waktu jika ada kendala, tetapi tetap memastikan semua capaian pembelajaran tercapai dalam setiap pertemuan*”. This aligns with Baidah (2015) research, which found that structured learning positively impacts student motivation.

Additionally, the English teacher encourages active student participation through group discussions, role-playing, and interactive games, aiming to develop their potential. Fauziyah & El-Yunusi (2024) noted that activities like group discussions and asking questions can enhance student engagement in class. Thus, class discussions are an effective strategy for creating meaningful learning experiences. The maximum learning results also need to be done by the teacher in teaching, so in the study the teacher applied a word memorisation strategy as in the material taught, namely ‘*regular and irregular verbs*’. by getting used to memorising vocabulary, it can train students' memory and make it easier for students to string words together in communication, as according to the opinion of Agustina & Fajarina (2023).

2) Evaluate The Learning Process

Based on the research results that the teacher use various methods and techniques to evaluate the learning process comprehensively and variously in evaluating the learning process. By using formative evaluation, teachers can actively monitor students' understanding during the learning process through oral questions, worksheets and group discussions. This is in accordance with stated by Taqiyuddin et al. (2024) formative test is usually carried out in the middle of the course of the teaching programme, which is carried out at each unit lesson. This test is intended to monitor the learning progress of students during the learning process, to provide feedback for improving the learning programme and find out

the weaknesses in students that require improvement, so that the learning outcomes of students and the learning process of educators become better. The researcher concludes that the formative evaluation techniques used by the teacher to assess learning outcomes are by the assessment guidelines of the Merdeka Curriculum. Formative assessment in the Merdeka Curriculum not only serves as a tool to measure learning progress but also as a means of reflection for students to understand their strengths and weaknesses in the learning process (Anggraini et al., 2024).

“Summative tests are assessments carried out at the end of each unit of time / at the end of one subject / phase at the end of the learning process”. This opinion was expressed by Taqiyuddin et al. (2024) that in the interview, the teacher used summative evaluation techniques in class by the theory above. Plomp & Nieveen (2013) suggest that summative evaluation focuses on the practicality and effectiveness of learning media. Effective in the meaning of bringing students to achieve expected learning achievements. In other words, the learning media developed makes it easy for students to use. In addition, practical means easy to use. In other words, the learning media developed makes it easy for students to use. Summative evaluation is also utilized to test the learning media to show the proof of the suitability of the technology to the learning activities (Mertasari, 2022)

Through observation and attitude assessment, teachers do not only focus on academic results, but also on student engagement in the learning process. Aspects such as engagement in discussions, cooperation in groups, and attitude towards teachers and peers are crucial to creating a positive learning environment. This shows that teachers understand that effective learning involves social interaction and collaboration between students. Bonwell & Eison (1991) stated that active learning involves students directly in the learning process, which can improve understanding and retention of information. Student involvement in discussions and projects are examples of active learning that can improve learning outcomes.

Furthermore, the assignments and projects given by teachers reflect an attempt to assess the specific skills required in achieving the learning objectives. By providing relevant tasks, teachers can measure students' ability to apply their

knowledge in real contexts. Assessment based on predetermined criteria also helps students understand the expectations and standards they must achieve. In addition, teachers provide time for reflection and feedback, which is an important part of the evaluation process. By giving students the opportunity to reflect on their learning experiences, teachers help students identify their strengths and weaknesses. The feedback provided, whether in person or in writing, serves as a guide for students to improve in the future. This approach not only improves students' understanding of the material, but also encourages them to become more independent and proactive learners. As Gunawan & Soesanto (2022) asserted feedback is an important aspect that teachers should focus on in providing assessments. Every student will benefit from self-correction through the feedback given by the teacher. Appreciation also serves as feedback for students, indicating that the work they have done is correct and should be maintained.

Overall, the teacher's approach to evaluating learning encompasses various techniques and types of assessments that complement each other. The way the teacher evaluates learning also reflects a deep understanding of the importance of student engagement, relevant assessments, and reflection in the learning process. This approach not only focuses on the final outcomes but also on the overall development of students, which is crucial in creating meaningful and effective learning experiences.

CONCLUSION

Based on the research and analysis that has been conducted regarding the pedagogical competence of teachers in teaching English in an excellent class VIII at Junior High School in Jombang, it can be concluded that the pedagogical competence of English teachers is classified as good. In terms of managing the classroom setting, teachers have implemented good classroom learning strategies, and organised learning time management. In addition, teachers evaluate the learning process with several kinds of appropriate assessment techniques according to students' learning outcomes and attitudes. However, teachers still face some obstacles in teaching, such as students' lack of learning focus, students sleeping while learning, and limited time management.

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